

Hyatt Park Elementary

4200 Main St.
Columbia, S. C. 29203

Grades	K-5 Elementary School	
Enrollment	504 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	59	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Below Average	No

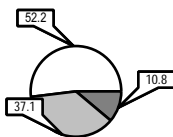
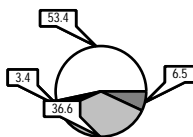
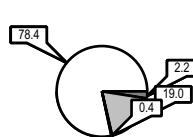
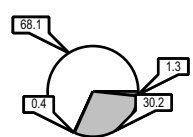
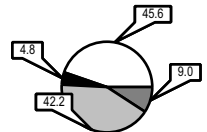
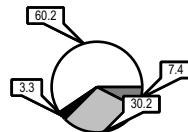
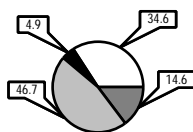
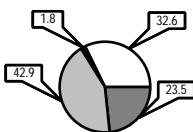
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	266	97.7	51.1	37.9	11.0	0.0	17.2	No	Yes
Gender									
Male	152	96.7	62.0	31.8	6.2	0.0	9.3		
Female	114	99.1	36.7	45.9	17.3	0.0	27.6		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	263	97.7	51.6	37.3	11.1	0.0	17.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	98.2	45.4	41.8	12.8	0.0	19.9		
Disabled	41	95.1	87.1	12.9	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	266	97.7	51.1	37.9	11.0	0.0	17.2		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	97.7	51.1	37.9	11.0	0.0	17.2		
Socio-Economic Status									
Subsidized meals	254	97.6	52.5	36.9	10.6	0.0	16.6	No	Yes
Full-pay meals	12	100.0	20.0	60.0	20.0	0.0	30.0		

Mathematics – State Performance Objective = 36.7%									
All Students	266	99.6	53.2	36.8	6.5	3.5	16.9	No	Yes
Gender									
Male	152	99.3	58.3	32.6	6.1	3.0	15.2		
Female	114	100.0	46.5	42.4	7.1	4.0	19.2		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	263	99.6	53.3	36.7	6.6	3.5	17.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	99.6	47.2	41.2	7.5	4.0	19.6		
Disabled	41	100.0	90.6	9.4	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	266	99.6	53.2	36.8	6.5	3.5	16.9		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	99.6	53.2	36.8	6.5	3.5	16.9		
Socio-Economic Status									
Subsidized meals	254	99.6	54.3	37.1	5.9	2.7	15.4	No	Yes
Full-pay meals	12	100.0	30.0	30.0	20.0	20.0	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	266	99.3	78.4	19.0	2.2	0.4	2.6
Gender							
Male	152	99.3	80.3	17.4	1.5	0.8	2.3
Female	114	99.1	75.8	21.2	3.0	0.0	3.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	263	99.2	78.2	19.2	2.2	0.4	2.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	225	99.6	74.9	22.1	2.5	0.5	3.0
Disabled	41	97.6	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.3	78.4	19.0	2.2	0.4	2.6
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	265	99.3	78.4	19.0	2.2	0.4	2.6
Socio-Economic Status							
Subsidized meals	254	99.2	80.1	17.2	2.3	0.5	2.7
Full-pay meals	12	100.0	40.0	60.0	0.0	0.0	0.0

Social Studies							
All Students	266	99.3	68.0	30.3	1.3	0.4	1.7
Gender							
Male	152	99.3	75.8	24.2	0.0	0.0	0.0
Female	114	99.1	57.6	38.4	3.0	1.0	4.0
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	263	99.2	67.7	30.6	1.3	0.4	1.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	225	99.6	63.3	34.7	1.5	0.5	2.0
Disabled	41	97.6	96.9	3.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.3	68.0	30.3	1.3	0.4	1.7
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	265	99.3	68.0	30.3	1.3	0.4	1.7
Socio-Economic Status							
Subsidized meals	254	99.2	69.7	28.5	1.4	0.5	1.8
Full-pay meals	12	100.0	30.0	70.0	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	91	97.8	43.9	39.0	15.9	1.2	17.1
	4	103	99.0	48.9	35.9	15.2	N/A	15.2
	5	99	100.0	47.8	47.8	4.3	N/A	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	95.8	56.3	31.3	12.5	0.0	12.5
	4	81	97.5	50.7	37.3	11.9	0.0	11.9
	5	90	100.0	46.3	45.0	8.8	0.0	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	91	100.0	48.8	44.0	4.8	2.4	7.1
	4	103	99.0	48.9	41.3	5.4	4.3	9.8
	5	99	100.0	55.4	38.0	5.4	1.1	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	100.0	62.7	34.9	2.4	0.0	2.4
	4	81	98.8	42.6	36.8	11.8	8.8	20.6
	5	90	100.0	52.5	38.8	6.3	2.5	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	99.0	88.0	10.8	1.2	0.0	1.2
	4	81	98.8	69.1	29.4	1.5	0.0	1.5
	5	90	100.0	76.3	18.8	3.8	1.3	5.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	99.0	78.3	21.7	0.0	0.0	0.0
	4	81	98.8	55.9	41.2	2.9	0.0	2.9
	5	90	100.0	67.5	30.0	1.3	1.3	2.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 504)				
First graders who attended full-day kindergarten	93.4%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 4.5%	3.9%	3.0%
Attendance rate	97.3%	Up from 95.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 4.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Down from 3.4%	5.5%	3.2%
Eligible for gifted and talented	4.0%	Down from 4.7%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Down from 6.3%	8.0%	8.2%
Older than usual for grade	2.0%	Down from 2.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	65.2%	Up from 61.9%	50.0%	52.6%
Continuing contract teachers	82.6%	Down from 83.3%	77.1%	83.3%
Highly qualified teachers	93.0%	Down from 97.2%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	85.9%	Up from 82.8%	83.0%	87.0%
Teacher attendance rate	93.8%	Up from 93.1%	94.9%	95.0%
Average teacher salary	\$44,825	Up 8.7%	\$40,343	\$41,703
Prof. development days/teacher	17.1 days	Up from 14.9 days	14.3 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 19.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.4%	Up from 86.2%	88.8%	89.8%
Dollars spent per pupil*	\$6,444	Up 10.0%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	70.5%	Down from 74.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As time progresses, so do the Cougars of Hyatt Park Elementary School. Cougars are On the Move to Excellence (COME).

Our staff is dedicated to the belief that every student who is willing to work hard will achieve at high levels. Innovative and challenging instructional programs, co-curricular activities and community partnerships are designed to give our students an educational program competitive with that of any school in the nation. Gains in achievement for all students are expected to continue to increase as a result of school reform and professional development initiatives, such as the Principles of Learning (Learning Research and Development Corporation), Tools for Teaching (Dr. Fred Jones), Standards in Practice (Education Trust), a newly implemented Reading First Project and assistance from our Intervention Team.

Our child development, kindergarten and first-grade classes use Breakthrough to Literacy. With the aid of this program, 93% of Hyatt Park's kindergarten students demonstrated a readiness for first-grade, as measured by the Breakthrough to Literacy Program. Other intervention programs, such as Early Success and SOAR to Success, are used to help our students improve their reading skills. The minds and imaginations of our students leap and soar under the careful tutelage of well-trained teachers with a vision of high expectations in Math, Language Arts, Writing, Science and Higher-Order Thinking Skills. Our instructional program is further supported with after-school and Saturday tutoring sessions. Volunteers and mentors also enhance our instructional program by "adopting" a child to counsel, coach and nurture to success. Test data and school records revealed that these programs are being effective. PACT scores have shown an increase in all areas tested, with an 8% increase in language arts. Additionally, school records revealed that students' average daily attendance increased from 95.3% to 97.4%.

Technology use continues to be expanded by teachers and students, who are making greater use of NASA's educational Web site and our new Success Maker Computer Lab.

We are a Title One school with 94% of our students on free or reduced-price lunch. We believe that it takes everyone to educate a child. Several school-sponsored activities have been implemented to increase the social, cultural and academic levels of our students, through the use of community and business resources.

At our school, we offer many opportunities for students to seek leadership roles that build character and prepare them for the competitive world in which they live. Students are involved in the daily functions of our school. The older students mentor and act as guides. They learn to appreciate serving others as they learn skills that help prepare them for adult life. Opportunities also are available for students to hold membership in special-group activities.

Dr. John L. Lane, Principal
Mrs. Beverly Wilson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	83	24
Percent satisfied with learning environment	57.9%	86.3%	90.5%
Percent satisfied with social and physical environment	81.6%	86.3%	69.6%
Percent satisfied with school-home relations	47.2%	91.4%	63.6%

*Only students at the highest elementary school grade level at this school and their parents were included.